**English INDICATORS ALIGNMENT**

**2016-2017**

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| **STRAND: Oral Communication** |  | **ACHIEVEMENTS** | **FIRST PERIOD** | **SECOND PERIOD** | **THIRD PERIOD** |
| **Prekinder** | **-Show understanding of commands, instructions and simple conversations.**  **(Phase 1)**  **-Use learnt structures to communicate in every day interactions.**  **(Phase 1)** | Follows simple commands related to the daily routine  (Phase 1)  Joins in while singing, reciting poems, rhymes and songs with the group  (Phase 1) | Follows more complex commands related to the daily routine. (Phase 1)  Names moments of their daily plan and familiar classroom objects. | Responds to familiar speech in simple conversations.  Uses single words and simple phrases in games and meaningful contexts (Phase 1) |
| **Kinder** | **Show understanding of oral language responding to social and academic input.**  **Use phrases to communicate needs and to express ideas** | Responds coherently to basic interactive communication  Uses single words and two-word phrases in daily interactions. | Responds coherently to academic interactions  Uses vocabulary learnt to express own ideas and opinions | Responds to oral interactions with gestures, actions, expressions or words.  Uses more structured phrases to communicate during classroom activities, simple conversations and games. |
| **First Grade** | **Show understanding of oral language, following sets of instructions, retelling stories and events told**  **(Phase 2)**  **Listen and speak using complete sentences, with increasing confidence and comprehension in social and academic interactions** | Follows a set of instructions given  Responds to questions with simple phrases | Responds in oral, graphic or written form to stories read aloud  Uses oral language to communicate during classroom activities and conversations | Responds to questions with complete sentences |
| **STRAND: Visual Communication** |  | **ACHIEVEMENTS** | **FIRST PERIOD** | **SECOND PERIOD** | **THIRD PERIOD** |
| **Prekinder** | **Recognises that the visual language in their surrounding has meaning and can be used to learn** |  | Shows comprehension of visual information through games and body language. (Phase 1) | Uses visual texts to communicate ideas and knowledge (Phase 1) |
| **Kinder** | **Identify the meaning of images, logos, and familiar signs in our environment.** | Recognises familiar signs and logos in their surroundings.(Phase 1) | Identifies how people use signs and logos to communicate and establish comparisons among them (Phase 2) | -incorporates different elements to create visual texts. (to include in the rubric: colours, shapes, symbols and images) |
| **First Grade** | **Viewing and talking about the images others have created helps us to understand and create our own presentations.** | Makes inferences based on illustrations | Uses shapes, symbols and colours in presentations | Uses shapes, symbols and colours in presentations to *achieve a particular purpose (PHASE 3)* |
| **STRAND: Written Communication** |  | **ACHIEVEMENTS** | **FIRST PERIOD** | **SECOND PERIOD** | **THIRD PERIOD** |
| **Prekinder** | **Demonstrate reading-like behaviours and comprehension of stories read aloud. (Phase 1)**  **Explore and experiment with print to communicate.**  **(Phase 1)** | Listens attentively to stories read aloud(Phase 1) | Responds to questions from stories read aloud.  (Phase 1)  Participates in shared writing making suggestions (Phase 1) | Associates spoken and written words by “Reading” familiar texts using visual clues. (Phase 1)  Experiments “writing” familiar texts. (Phase 1) |
| **Kinder** | **Demonstrate comprehension of texts read in class.**  **Write to communicate meaning** | Applies reading behaviours in shared Reading  Writes simple phrases | Responds to read-aloud situations.  Demonstrates awareness of conventions in written text. | Makes inferences of a text in shared reading situations  Uses written code patterns to convey meaning |
| **First Grade** | **Apply a range of strategies to read and understand texts.**  **Understand that people use a structure in writing to communicate** | Applies reading behaviours in different reading situations  Writes about their own ideas, using simple sentence structures | Responds to questions to show understanding of texts read  Writes short texts in a logical sequence. | Applies strategies to understand texts read  Writes to communicate a message with a variety of purposes |